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ABSTRACT

The report describes the background, functions, and activities of the National Advisory Committee on Black Higher Education and Black Colleges and Universities during 1977. It also gives a statistical overview of blacks in American higher education, and proposes a plan of action to attain goals of access (increasing participation), opportunities for success (quality improvements), institutional diversity, national program system supports, and a 25-year plan. Appendixes give a list of advisory board members, with addresses; the committee charter; a letter to the Secretary of the Department of Health, Education, and Welfare regarding the Alan Bakke case; a letter to the commissioner regarding staff and budget needs for the advisory committee, and a list of historically and predominantly black colleges. (MSE)

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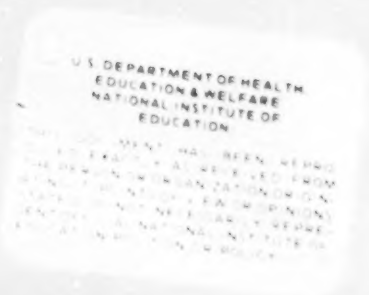
ED157493

FIRST ANNUAL REPORT

1977

HIGHER EDUCATION EQUITY: THE CRISIS OF APPEARANCE VERSUS REALITY



HE 010 355

National Advisory Committee on Black Higher Education and
Black Colleges and Universities

June 1978

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1978

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit to you its first Annual Report, Higher Education Equity: The Crisis of Appearance Versus Reality, covering the 1977 Calendar year.

The Committee is aware of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and in its two meetings in 1977, deliberated what role the Federal government could and should play to mitigate these factors through improving opportunities for Blacks in higher education and in enhancing the historically Black colleges and universities.

Although the Secretary of Health, Education, and Welfare, the Assistant Secretary of Education, and the Commissioner of Education must await our final report for recommendations on the 12 areas listed in the Committee's Charter, we felt compelled to communicate, after our first meeting, our grave concern regarding the Regents of the University of California v. Bakke case. This was done in a letter to the Secretary, a copy of which is included in this Report.

We are grateful for the opportunity to stimulate national attention on the condition of higher education in the country as it affects its largest minority group, and it is our expectation that our final report and recommendations will assist the Federal government in initiating and continuing those programs which will contribute to improved higher education opportunities for Black Americans and the enhancement of the historically Black colleges and universities.

Sincerely,

Elias Blake, Jr.
Chair

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

June 30, 1978

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

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WASHINGTON, D.C. 20202

June 30, 1978

Dr. Ernest L. Boyer
U.S. Commissioner of Education
U.S. Office of Education
Washington, D.C.

Dear Commissioner Boyer:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit to you its first Annual Report, Higher Education Equity: The Crisis of Appearance Versus Reality, covering the 1977 Calendar year.

The Committee is aware of the social, political, and economic factors in the Nation which impact disproportionately on Black Americans, and in its two meetings in 1977, deliberated what role the Federal government could and should play to mitigate these factors through improving opportunities for Blacks in higher education and in enhancing the historically Black colleges and universities.

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INTRODUCTION

Although there is the appearance that Black Americans have achieved equity in access to higher education in the United States, in reality this is not the case. This discrepancy between appearance and reality is known to those who have closely monitored the results of national surveys and who have a high sensitivity to the real issues of equity and to the problems of the historically Black colleges and universities. Such persons have long advocated a special advisory group which could redefine the status of Black higher education and thereby advise the Federal bureaucracy on how to achieve true equity. These advocates were successful in their efforts and the National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black Colleges and Universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas (for a list of the areas, see the Charter in Appendix B). The establishment of this Committee is commensurate with the general practice of Federal officials to seek the advice and recommendations of persons knowledgeable about the impact of mandated programs in order to fulfill their responsibilities effectively.

The Committee is working to redefine the way in which the progress of Black Americans in higher education should be viewed. For example, access should not be simply viewed in terms of getting into college but in terms of elementary and secondary school preparation, early counselling regarding selection of major field of study, and completion of the program of study.

The improvement in the college attendance rates of Blacks has been outstanding in recent years, but the Committee views this progress as insufficient as well as fragile. With the increase of negative proclamations on open admissions, new trends in the use of competency based tests, institutions' diminution of special policies for admitting disadvantaged groups, the possibility of reduced institutional support, and problems now surfacing in terms of the distribution of Federal student financial assistance, the Committee feels that there is great danger in overstating the progress of Black Americans and is fearful of what could happen without focusing continued and special attention on what the facts actually portray. There is no historical precedent that the problems associated with the lack of equity for Black Americans will work themselves out. Hence, this first Annual Report of the Committee is designed

not only to meet the legal requirements to present a summary of its activities during calendar year 1977 but to also highlight some of the major areas which need attention so as to begin to set the climate for its recommendations. The Statistical Overview, for the most part, uses the same data sources utilized to give the appearance that equity has been achieved to show that the reality of the situation is that it has not been achieved.

For example, more Blacks are completing high school than ever before, and the access of Blacks to postsecondary education has been substantially increased through Federal student financial assistance programs and the lowering of racial barriers in colleges and universities throughout the Nation. In many ways, one could say that great strides have been made for Blacks in higher education. But we cannot say that equity with the majority group has been achieved when more Black youth of college age who have not earned a high school diploma and are not enrolled in any school than the number enrolled in postsecondary education.

The Committee feels that without continued special action and without specific Federal policies on what constitutes equity that the progress over the past 10 years will not only be halted but eroded.

The National Advisory Committee on Black Higher Education and Black Colleges and Universities will examine diverse problems which still exist for Blacks at all levels of higher education. Beyond the issue of access (which encompasses completion of a secondary education and enrollment in postsecondary education) comes a more fundamental concern regarding choice. The logical progression, once access and choice have been obtained, is completion of an undergraduate education and the potential to continue on for graduate and professional training or entry into the job market as a qualified professional employee.

The Committee is focusing its attention on all aspects of student enrollment and success in higher education. In addition, it is concerned with the problems faced by the historically Black colleges and universities and those of Black faculty and staff in higher education. The complex problems generally facing higher education today are compounded for Blacks. Further, there are problems unique to Blacks which require a level of sensitivity in the initiation of solutions. Since the Federal government provides the impetus for many changes which occur in the Nation, the fulfillment of the needs and expectations of Blacks in higher education requires significant input from the Federal government and requires that some paths be plotted that the Federal government and its States and localities might utilize as a general guide for achieving equity and the enhancement of the historically Black colleges.

In this decade of the 70's, some statistics have shown progress for Blacks

in higher education, but non-quantitative events have had devastating effects on the participation of Blacks in higher education. The legal controversy over some approaches to affirmative action (most notably the Bakke case) have already had an adverse effect on the entrance of Blacks into graduate and professional schools, where the number of trained Black professionals must be increased to meet the serious need for doctors, dentists, lawyers, engineers, scientists, etc., in urban and rural communities.

Further, judicial actions to eliminate the racism and the remaining vestiges of discrimination in State systems of higher education in the South are beginning to have detrimental effects on Black colleges and universities which at one time were virtually the only sources of higher education for almost all Blacks who desired postsecondary education. Such institutions still produce close to 40% of the baccalaureates conferred on Blacks in this country and over 60% of the baccalaureates awarded to Blacks in the 17 States and D.C. where those institutions are located.*

This Committee will review and reanalyze the available data on Blacks in higher education to determine what types of activities or tasks must be accomplished and the policies that should be developed not only by the Federal government, but also by State and local governments and other educational entities impacting colleges and universities in order to allow Blacks fuller participation in higher education.

* According to preliminary data released by USOE, National Center for Education Statistics, collected in the Fall 1976 HEGIS survey.

The Committee--Its Functions and Activities

Although the Committee was established in December, 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September, 1977, nine months after it was established for a period of two years.

The Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth the standards for the formation and use of advisory committees.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and/or the economics, educational, societal, and political realities in which public policy is made.

The 15 members of the Committee include 8 persons who are either college presidents or State university chancellors (5 of whom are presidents of historically Black colleges); representation from foundations, business, and the community; and a student. Each member was appointed to serve a term of two years and the Chairperson was appointed by the Secretary.

Notices of all meetings were published in the Federal Register and were sent to the constituency groups historically associated with Black aspirations, and to groups in the larger community with a history of involvement on behalf of Black Americans. All meetings were open to the public and were well attended.

The Committee believes that through its deliberations, reports, recommendations, and the public forum, that the higher education of Black Americans will be improved and that the historically Black colleges and universities will not only be preserved but enhanced.

Purpose and Functions

The Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary of Health, Education, and Welfare to advise the Secretary, the Assistant Secretary for Education, and the Commissioner of Education to examine all approaches to higher education of Black Americans, as well as the needs of the historically Black colleges and universities, and in particular is to advise and make recommendations in the following areas:

"(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

"(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations."

Committee Membership

The Committee is appointed by the Secretary of Health, Education, and Welfare. It is governed by Part D of the General Education Provisions Act and the Federal Advisory Committee Act which set forth the standards for the formation and use of advisory committees.

As required by the Charter, the Committee includes persons knowledgeable about the higher education of Black Americans, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made. Membership includes presidents of five historically Black 4-year colleges, chancellors of two State University systems, the Chancellor of a community college system, and representation from the business, foundation and research communities. They are from the Southern, Eastern, Midwestern, and Southwestern regions of the United States and bring to the Committee a variety of perspectives regarding the issues before the Committee.

A list of the names and business addresses of the members is given in Appendix A.

Meetings and Activities

The Committee is required to meet not less than four times each year with advance approval of the Commissioner or his designee and with the sessions open to the public. Public notice of all meetings appears in the Federal Register and are sent to almost 300 organizations and individuals with a history of involvement on behalf of Black Americans in general and in higher education in particular.

Although the Committee was Chartered in December 1976, administrative matters precluded its actual formation until its first meeting in September 1977. Following is a list of the dates and locations of the meetings of the Committee which were held during calendar year 1977.

September 12, 13, and 14, 1977
Embassy Row Hotel
2015 Massachusetts Avenue, N.W.
Washington, D.C.

November 28 and 29, 1977
Federal Office Building No. 6
400 Maryland Avenue, S.W.
Washington, D.C.

The Committee is especially gratified by the public interest in its mandate as exemplified by public attendance at the meetings and the volume of written expressions of concerns, public participation, and valuable insights expressed by the higher education community. Individuals representing various types of institutions of higher education, educational associations, foundations, civil rights, government, and the general public were in attendance at the meetings.

The initial meeting was devoted to a discussion of the mandate, orientation regarding the functions and use of advisory committees, expressions of interest from public and government attendees, and presentations by representatives from the White House, the Department of Health, Education, and Welfare and the Office of Education.

The Committee lamented the dearth of data from which concrete conclusions could be drawn and on which recommendations could be formulated and the handicap of not having a clear Federal education policy.

Because the case of The Regents of the University of California v. Allan Bakke was scheduled to be argued before the U.S. Supreme Court in October, 1977, the Committee felt it was essential to immediately communicate to the Secretary its grave concern regarding this case which challenges the constitutionality of special minority admissions programs. The Committee wrote to the Secretary on September 14, 1977, commending him for his "positive, constructive, and just stand" in recommending to the Attorney General and the President of the United States that they file an amicus curiae brief in support of the University of California (see Appendix C).

In order to outline its priorities, plot out a time schedule, and examine the broad areas under review, the Committee organized itself into two working groups at its first meeting: Policy and Research. Following the reports of these two groups, it was then decided that the Committee would focus on five broad areas which encompass the 12 more detailed areas in the Charter. These are:

I. Access (Increasing Participation)
   a. Review and identification of the several courses of action necessary to raise substantially the participation of Blacks in all forms of productive postsecondary education.

   b. Developing recommendations relative to creative alternative ways of increasing the numbers of Blacks entering and completing graduate and professional degree programs.

II. Opportunities for Success (Quality Improvements)
   a. Developing recommendations related to program alternatives which are sensitive and responsive to the special needs, requirements and aspirations of Black youths.

   b. Review and identification of means to increase access, retention and graduation of Blacks from institutions of higher education at the graduate, undergraduate and professional school levels.

III. Opportunity/Options (Institutional Diversity)
   a. Make recommendations related to the analysis of and planning for the future role and healthy development of the historically Black colleges and their relationship to expanding the number of Blacks enrolled in higher education nationally and regionally.

   b. Make recommendations related to the development of approaches to the financing of the neediest students and the institutions with the heaviest concentration of Blacks.

IV. National Program Objectives and System Supports
   a. Make recommendations regarding:

      ° the development of a research system base capable of supporting ongoing inquiry in the area of equity, the expansion of existing research, and the commissioning of original empirical research on topics germane to the Advisory Committee's charge.

- the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels.

- the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of Blacks in higher education.

- the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for Blacks and improve access for larger numbers of Blacks in higher education.

- the assessment of the resultant implementation of policy decisions and recommendations.

V. Development of a 25 Year Plan Related to Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education

The analytical work considered by the Committee, as well as the policy recommendations, will contribute to the development of a 25 Year Plan of Advancement for increasing the quality of Black higher education and the numbers of Blacks able to participate successfully in institutions of higher learning and in the broader American Society. Recommendations regarding such a plan shall be directed to the attention of the Secretary of HEW, Assistant Secretary for Education, and the Commissioner of Education.

Report of Commissioned Research

Each of the commissioned research reports was related to one of the areas in the Committee's Charter and was designed to assist in formulating policy recommendations.

The first two reports were designed to ascertain the universe under review -- Blacks who are enrolled in predominantly white colleges and universities and Blacks who are enrolled in the historically and predomi-

nantly Black colleges and universities. These papers were available at the first meeting of the Committee. Their titles and authors are:

1. "A Research Findings Note on Black Enrollment in Predominantly White Colleges and Universities," by Carlos H. Arce

2. "Highlights of the Historically and Predominantly Black Colleges and Universities, Academic Year, 1974-75," by Linda J. Lambert

A thorough review of the above reports pointed up the need for additional research on the four broad areas on which the Committee will be making recommendations: Access (increasing participation), Opportunities for Success (quality improvements, including production of graduates), Opportunity/Options (institutional diversity), and National Program Objectives and Support Systems. High on the Committee's agenda was the need for more detailed statistics, and information on sources of data and the degree of their accessibility, to determine additional data to illuminate the issues under review.

Hence, the following additional papers were commissioned:

1. "A Fact Book on Blacks In Higher Education," Institute for Services to Education

2. "Report on the Search of Existing Data Sources on Blacks in Higher Education," Linda J. Lambert

3. "Profile of Governance as it Affects Blacks in Higher Education," Carolyn Moore

4. "State Policy Impediments to Black Colleges," National Association for Equal Opportunity in Higher Education

BLACKS IN HIGHER EDUCATION: A STATISTICAL OVERVIEW

This brief statistical overview is intended to highlight some of the current situations which exist for Blacks in higher education. This section also points up some of the major areas of focus which the Committee has identified.

High School Completion

According to data from the U.S. Bureau of the Census, 35% of all Blacks aged 18 to 24 years old were high school dropouts in October 1967, compared with 18% of the white population in that same age cohort. Five years later, the proportion of Blacks who were not enrolled in school and not high school graduates was 26%. This figure represented a significant decrease from 1967, although not comparable to the proportion for whites for that same year (15%).

In October 1977, there was a decrease in the proportion of Blacks aged 18-24 years, who were not in school and not high school graduates, 24%, compared with 15% for Whites (See Chart 1 below).

Chart 1

PERCENTAGE OF BLACK AND WHITE POPULATION, 18-24 YEARS OLD, THAT WERE HIGH SCHOOL DROPOUTS OR ENROLLED IN COLLEGE

	Percent of 18-24 yr. olds who were high school dropouts		Percent of 18-24 yr. olds enrolled in college	
October	Black	White	Black	White
1977	24	15	21	27
1972	26	15	18	26
1967	35	18	13	27

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, Numbers 190, 260, and 321.

Although there are decreases in the proportion of Blacks who are high school dropouts, 24% still represents a significant number of young people whose full potential in life has been stifled due to inadequate attainment of the minimal educational goal - a high school diploma.

Yet, this decrease in dropouts suggests an increase in high school graduates between 1967 and 1977. However, Black students still enroll in colleges and universities at rates much lower than those of white students. Futhermore, more Black students were high school dropouts in both 1977 and 1967, than were enrolled in college. More detailed data on college enrollment by type of institution and major field of study paint another picture - success, but with certain qualifying and often delimiting factors.

College Enrollment by Type of Institution*

In 1973, Bureau of the Census data showed that of the Black students aged 16 - 34 years old who were in postsecondary institutions, 20% were in vocational education schools compared with 13% for white students. Therefore, while access to postsecondary education for Blacks is improving, significant numbers enroll in institutions which traditionally have not been considered means by which one can obtain a higher education and significantly achieve upward mobility in terms of socio-economic status.

For those students enrolled in colleges or universities in 1973, 30% of the Black students and 23% of the Whites were in 2 year or community colleges. The proportion of the higher education enrollment in universities or 4 year colleges was 70% for Blacks and 77% for Whites.

In 1976, 46% of all Black college students were in 2 year/community colleges compared with approximately one-third of all white students.

In the Fall of 1976, over one-half of all first-time Black freshmen enrolled in 2 year colleges. Generally, 2 year institutions produce graduates with terminal/occupational degrees or certificates with credentials not always transferable toward a baccalaureate degree. Further, data on the rate at which Black students transfer from 2 year or 4 year programs are unavailable in any uniform fashion at this time.

*U.S. Bureau of the Census, Current Population Reports, Series P-23, Number 54; and, Preliminary DHEW, National Center for Education Statistics, Fall 1976 Enrollment.

A significant number of Black students in higher education still enroll in institutions which are predominantly Black. There are two categories of predominantly Black institutions used throughout this section. The following definitions should be borne in mind by the reader.*

Historically Black Colleges (HBC's) - are institutions that were founded primarily for Black Americans although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to Black Americans for at least two decades, with most being fifty to one hundred years old. The HBC's cited in this report, omit data from those HBC's which currently are predominantly White (see Appendix E).

Newer Predominantly Black Colleges (NPBC's) - are institutions which have been recently established or were founded for the general population but because of their geographical location, are now predominantly Black. They are referred to as NPBC's to distinguish them from historically Black colleges. The determination of whether a college is considered a newer predominantly Black college in these data analyses was based on their Fall 1976 total and full-time enrollments being more than fifty percent Black (see Appendix E).

Essentially, the HBC's and NPBC's constitute the overall group of schools which are predominantly Black. However, as the data will show, these separate categories have different characteristics.

Census data on enrollment of Blacks in predominantly Black institutions show that in 1964, the majority (51%) of Black students were in predominantly, mostly historically, Black colleges. Since that time, the proportion of Black students in predominantly Black colleges has declined. In 1966, almost one-half (48%) of the Blacks enrolled in higher education were in Black colleges. Ten year laters, only 18% of all Blacks were enrolled in historically Black colleges, and 12% were in the newer predominantly Black colleges out of a total of over one million Black students in higher education.

In the HBC's, 95% of all Black students are enrolled in four-year or university type institutions. In the Fall of 1976, less than one percent

* These definitions were taken from Blake, Elias, Jr., Lambert, Linda J., and Martin, Joseph L., Degrees Granted and Enrollment Trends in Historically Black Colleges: An Eight-Year Study, Institute for Services to Education, Washington, D.C., 1974.

CHART 2 PERCENT DISTRIBUTION OF TOTAL BLACK HIGHER EDUCATION ENROLLMENT BY TYPE OF INSTITUTION, FALL 1976

Type of Institution	All Black Students in Higher Education	Blacks in HBC's	Blacks in other than HBC's	Blacks in NPBC's	Blacks in HBC's & NPBC's	Blacks in other than HBC's & NPBC's
All Institutions	100.0	100.0	100.0	100.0	100.0	100.0
Public	80.5	67.2	83.4	91.2	76.8	82.0
Private	19.5	32.8	16.6	8.8	23.2	18.0
All Universities	14.5	6.6	16.2	--	4.0	19.0
Public	10.1	2.7	11.7	--	1.6	13.7
Private	4.4	3.9	4.5	--	2.4	5.2
All 4-year Colleges	44.0	88.8	34.3	20.3	61.3	36.7
Public	30.8	61.2	24.2	16.7	43.4	25.5
Private	13.2	27.6	10.1	3.6	18.0	11.2
All 2-year Colleges	41.5	4.5	49.5	79.7	34.7	44.4
Public	39.6	3.3	47.4	74.5	31.9	42.8
Private	1.9	1.3	2.1	5.2	2.8	1.5

Percentages may not add to totals due to rounding.

Source: Committee Staff analysis of DHEW, National Center for Education Statistics data from Fall 1976 HEGIS Survey.

CHART 3 PERCENTAGE AND FREQUENCY DISTRIBUTIONS OF BLACKS ENROLLED IN COLLEGES AND UNIVERSITIES, BY TYPE OF INSTITUTION, FALL 1976

Type of Institution	Total Black Enrollment (all institutions)		Percent Enrolled in...			Percent Black Students of All Higher Education Students
	Number	Percent	HBC'S	NPBC'S	Other Than HBC'S/NPBC's	
All Institutions	1,034,680	100.0	17.8	11.9	70.3	9.3
Public	832,866	100.0	14.8	13.5	71.7	9.6
Private	201,814	100.0	29.9	5.4	64.7	8.4
All Universities	150,217	100.0	8.1	-	91.9	5.4
Public	104,908	100.0	4.7	-	95.3	5.0
Private	45,309	100.0	16.0	-	84.0	6.5
All 4 Year	455,170	100.0	35.9	5.5	58.6	10.4
Public	318,499	100.0	35.4	6.5	58.1	11.2
Private	136,671	100.0	37.1	3.2	59.7	8.9
All 2 Year	429,293	100.0	0.2	22.9	76.9	11.0
Public	409,459	100.0	1.5	22.4	76.1	10.9
Private	19,834	100.0	11.7	32.3	56.0	13.2

Source: Preliminary data on Fall 1976 enrollment from the DHEW, National Center for Educational Statistics

of all Blacks in 2 year colleges were in HBC 2-year institutions. However, in the newer predominantly Black colleges (NPBC's), which are not historically Black, 80% of the Black students are in 2-year community colleges. Of the Black higher education enrollment that is not in the HBC's, one-half of these students are in 2-year colleges (see Chart 2).

Enrollment by Major Field of Study*

The major fields of study for Black students historically have been concentrated in those areas where jobs have been available to Blacks (for example, teaching). There is little diversity in the majors selected by Black students.

In 1974, 19% of all Black undergraduate students and 50% of all Black graduate students selected education as their major field of study, compared with 14% and 34% of the total undergraduate and graduate students in that same year. (1976 data were not available for the percentage of students enrolled in the field of education).

Business/management fields were majors for 18% of the Black undergraduates and 8% of the Black graduate students enrolled in 1974. In 1976, however, 13% of the Black undergraduates and 8% of the Black graduate students had chosen business fields. Sixteen percent of all undergraduates and 12% of all graduate students chose business in 1974 compared with 1976 where business was a major field for 13% and 11% of all undergraduate and graduate students, respectively.

Data for 1974 for Black undergraduate students show 12% of that enrollment in the social sciences compared with 9% of all undergraduate students. At the graduate level in 1974, 7% of all students compared with 6% of Black graduate students were enrolled in the social sciences.

The "hard" sciences as majors have never had large numbers of Blacks enrolled at either the graduate or undergraduate levels. Engineering was chosen as a major by 3% of the Black undergraduates in 1974 compared with 6% of all undergraduates in that year. In 1976, 2% of the Blacks and 5% of all undergraduate students chose engineering as a major field of study. At the graduate level, 6% of all students but only 1% of Black

* Data in this section come from the DHEW/Office for Civil Rights; Racial and Ethnic Enrollment Data from Institutions of Higher Education - Fall 1974; and Preliminary DHEW/NCES Data for Fall 1976.
In 1974, only full-time declared majors were included in the distributions.
In 1976, unclassified students were not included.

students were in engineering in 1974. The gap did not close very much in 1976 when only 1% of Black graduate students and 4% of all graduate students enrolled in engineering.

The picture for the proportion of Black enrollment in the physical sciences as a major field was the same in 1974 and 1976. However, unlike 1974 when 1% of Black undergraduates and 2% of total undergraduates were in the physical sciences, in 1976 the corresponding percentages were 1% for Blacks and 1% for all.

The percentage of the Black and total graduate enrollment (1% and 3%, respectively) in the physical sciences was the same in both 1974 and 1976.

Other fields showed dissimilarities in the proportion of Black students enrolled as compared with all students in higher education. At the undergraduate level, the most notable fields were agriculture and architecture in both 1974 and 1976. At the graduate level, in 1976, agriculture and the biological sciences were two other fields in which Blacks did not enroll in the same proportions as all students.

In 1974, data were available on more major fields. Compared with the major fields included in 1976, the biological sciences still showed a lower Black proportion compared with all students. In addition, only 0.3% of all Black graduate students compared with 1% of all students chose computer/information sciences as major fields in 1974, and 1% of Blacks and 2% of all students were in mathematics.

Future patterns of growth in some areas seem unlikely considering the proportion of entering freshmen in certain fields in 1976. Further, the first year Black graduate students continue to enroll in traditional areas and the physical and biological sciences are not some of the areas showing growth. (See Chart 4).

Black Enrollment by Region

Examining Black higher education enrollment in the four national geographic regions which are used by the Bureau of the Census (with the addition of the outlying areas as a fifth category), 45% of Black students were enrolled in the Southern region of the country in Fall 1976 with approximately 40% of those students enrolled in the HBC's. (See Chart 5).

Even without Black enrollment in the HBC's, the Southern region enrolled one-third of all Blacks in non-HBC higher education institutions. The North Central region followed with 26.7% of the non-HBC Black enrollment.

CHART 4 PERCENT DISTRIBUTION OF ALL STUDENTS AND BLACK STUDENTS, BY MAJOR FIELD AND LEVEL OF ENROLLMENT, FALL 1976*

Major Field	First-Time Freshmen		All Undergraduates		First Year Graduates		All Post-Baccalaureate	
	Total	Black	Total	Black	Total	Black	Total	Black
Agriculture	1.2	0.3	1.6	0.3	1.2	0.3	1.0	0.3
Architecture	0.5	0.2	0.7	0.3	0.8	0.7	1.0	1.0
Biological sciences	2.0	1.5	3.2	2.3	2.9	1.4	3.0	1.0
Business/management	10.7	11.5	12.8	13.3	14.2	9.7	11.0	8.0
Engineering	3.6	2.4	4.5	2.5	4.8	1.1	4.0	1.0
Physical sciences	2.0	0.5	1.5	0.7	2.3	0.8	3.0	1.0
Professional Fields	___	___	___	___	0.3	0.1	15.4	12.1
All others	80.3	83.6	75.8	80.6	73.4	86.0	61.6	75.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Does not include unclassified students; and, percentages may not add to total due to rounding.

Source: Preliminary data on Fall 1976 enrollment from the DHEW, National Center for Education Statistics.

CHART 5 FREQUENCY AND PERCENTAGE DISTRIBUTION OF BLACK ENROLLMENT IN HIGHER EDUCATION, BY CENSUS REGION, FALL 1976

Region	Total Blacks in All Higher Education		Blacks in Higher Education Institutions Other Than HBC'S	
	Number	Percent	Number	Percent
Northeast	179,605	17.4%	176,371	20.7%
North Central	229,850	22.2	226,973	26.7
South	463,728	44.8	285,948	33.6
West	159,187	15.4	159,187	18.7
Outlying Areas	2,310	0.2	2,310	0.3
Total	1,034,680	100.0%	850,789	100.0%

Source: Preliminary data on Fall 1976 enrollment from the DHEW, National Center for Education Statistics.

Ten States accounted for over 60% of all Black students in higher education in 1976 (California, New York, Illinois, Texas, Michigan, North Carolina, Ohio, Florida, Maryland, and Louisiana).

Undergraduate/Graduate/First Professional Enrollment

While the representation of Blacks in undergraduate higher education comes close to the proportion of Blacks in the total population, much remains to be accomplished for higher level, graduate and professional training. About 10% of all undergraduate enrollment in 1976 was comprised of Black students. However, at the graduate and first professional levels Blacks comprised only 5% of the total, a level which has remained fairly constant since 1972.

Even for those students entering undergraduate and graduate programs for the first time, the proportion of undergraduate students who were Black was 11%, while only 6% of the first year graduate students were Black. (See Chart 6).

Degrees Conferred*

Data on degrees conferred by race were most comprehensive for the 1975-76 academic year. Data on baccalaureate degrees by race were only available on a sample of higher education institutions for the 1973-74 academic year. In some cases, trends for Black baccalaureate recipients were similar to those for Whites. However, since Blacks are still trying to catch up with Whites in certain subject areas, these similarities should not be viewed as suggesting that any parity has been reached in the number of professionals being produced in specific fields.

Between 1973-74 and 1975-76, the proportion of baccalaureates awarded to Blacks in engineering increased slightly while the proportion for all students decreased. In the field of psychology, there were increases for Blacks to the extent that Blacks received baccalaureate degrees in psychology in 1975-76 in proportions similar to those for all students.

* 1973-74 data, cited in this section, were taken from the Higher Education Panel Report #24, Bachelor's Degrees Awarded to Minority Students, 1973-74, American Council on Education, January 1977. Data for 1975-76 are preliminary data from the Fall 1976 HEGIS survey released from the DHEW, Office for Civil Rights.

CHART 6 BLACK STUDENTS AS A PERCENT OF ALL FULL-TIME HIGHER EDUCATION ENROLLMENT, BY LEVEL, 1968 to 1976

Enrollment Level	Fall 1976	Fall 1974	Fall 1972	Fall 1970	Fall 1968
First-Time Freshmen	11.0	NA*	NA	NA	NA
All Undergraduate	10.2	9.0	8.4	6.8	7.1
First-Year Graduates	5.5	NA	NA	NA	NA
All Graduate	5.1	5.5	5.3	NA	NA
First Professional	4.5	4.9	4.8	NA	NA
Combined Graduate/ First Professional	4.9	5.3	5.1	4.1	3.4
Public	9.9	8.4	8.1	8.3	7.6
Private	8.8	9.4	7.9	6.8	6.0

*NA means not available.

Source: NCES preliminary data from the Fall 1976 HEGIS Survey; and DHEW, Office for Civil Rights, Racial and Ethnic Enrollment Data from Institutions of Higher Education, Fall 1974, 1972, and 1970 reports.

The proportion of baccalaureates awarded to all students in the health professions increased significantly, while for Blacks there was a decrease between 1973-74 and 1975-76.

Overall, Blacks comprised only 6.4% of all baccalaureate recipients in 1975-76, and 37% of these were conferred by the HBC's.

Blacks comprised 6.5% of all persons receiving master's degrees in 1975-76. On the master's level, 61% of the degrees awarded to Blacks in 1976 were in education. Only 41% of the master's awarded to all students were in education.

At the other extreme, master's degrees in engineering comprised 5.1% of all master's awarded, compared with 1.1% of all master's awarded to Blacks.

Also in 1975-76, 14% of all master's degrees were in business/management, while only 7.6% of those awarded to Blacks were in that field.

Over one-half (55%) of all doctorate degrees conferred to Blacks were in education, compared with 23% for the total doctorates awarded. The difference was equally as great for all students and Black students receiving doctorates in engineering, 8.3% and 1.6%, respectively.

Nationwide, 10% of the doctorates awarded were in the biological sciences and 10.1% in the physical sciences. Correspondingly, only 4.3% of the doctorates awarded Blacks were in the biological sciences and only 3.4% were in the physical sciences. Close to 4% of all doctorates were awarded to Blacks in 1975-76.

At the first professional level, Blacks represented 4.3% of all degrees conferred. Over 50% of those degrees were in law, and approximately one-fourth in medicine.

Blacks represented 8.4% of all associate degrees or other formal awards given and only 58% of those were wholly or chiefly creditable toward a baccalaureate degree. Charts 7 and 8 provide further detail on the representation of Black degree recipients and the proportion of their awards in selected fields.

For all recipients nationally, males outnumbered females at each degree level. However, for Blacks who were awarded degrees in 1975-76, females outnumbered the males at the baccalaureate, master's, and less than four-year award levels.

CHART 7 DEGREES AWARDED TO BLACKS AS A PERCENT OF TOTAL DEGREE RECIPIENTS, 1975-76

Type of Degree	Total Degrees Awarded	Percent Awarded to Blacks
Associate Degrees (or other awards below the Baccalaureate)	489,075	8.4
Baccalaureates	929,918	6 .4
Master's	311,177	6 .5
First Professional	62,494	4 .3
Doctorates	33,800	3 .6

Source: Preliminary data from the DHEW, Office for Civil Rights.

CHART 8 DISTRIBUTION OF DEGREES AWARDED TO BLACK STUDENTS AND ALL STUDENTS, BY SELECTED MAJOR FIELD, 1975-76

Major Field	BACCALAUREATES		MASTER'S		DOCTORATES	
	All Students	Black Students	All Students	Black Students	All Students	Black Students
GRAND TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	2.1	0.4	1.1	0.4	2.7	1.5
Architecture	1.0	0.4	1.0	1.0	0.2	0.4
Biological Sciences	5.9	3.9	2.1	1.1	10.0	4.3
Business & Management	15.5	16.1	13.6	7.6	2.8	1.4
Education	16.9	24.0	41.4	61.1	23.0	55.2
Engineering	4.9	2.3	5.1	1.1	8.3	1.6
Health Professions	5.8	4.6	4.0	3.1	1.7	1.3
Mathematics	1.7	1.4	1.2	0.6	2.5	0.7
Physical Sciences	2.3	1.1	1.7	0.7	10.1	3.4
Psychology	5.4	5.4	2.5	2.0	7.6	5.4
Public Affairs	3.6	5.6	5.5	7.9	0.9	2.4
Social Sciences	13.7	18.6	5.1	4.3	12.2	9.6
All Others	21.2	16.2	15.7	9.1	18.0	12.8

Source: Preliminary data from the U.S. DHEW/Office for Civil Rights.

Black Faculty and Staff in Higher Education*

Of all full-time Black professionals employed in higher education institutions in 1975-76, 49.5% were in faculty positions compared with 63.3% for full-time White professionals; 32.5% of the Blacks and 22.3% of the Whites were in professional non-faculty positions. The remaining positions held were executive/administrative/managerial (see Chart 9).

Black full-time faculty comprised 4.4% of all full-time faculty with either 9-10 month,or 11-12 month contracts.

Salaries for full-time Black faculty, male and female, were consistently lower than those for White faculty in 1975-76. In the category of 9-10 month contracts, the median salary for full-time Black male faculty was $14,849, compared with $16,566 for White males. Likewise, full-time Black female faculty had a median salary of $12,917, lower than that of White females whose median salary was $13,772.

For the Black males in the category of 11-12 month contracts, their median salary was $18,308, as compared with $20,935 for White males. The median salary for Black females ($15,519) in this group approached that of White females ($15,601).

Of the faculty on 9-10 month contracts, 47.6% of the Whites, but only 30.5% of the Blacks had salaries of $16,000 or above. Only 0.7% of the Blacks and 2.1% of the Whites had salaries of $30,000 or more. Less than 7% (6.8) of Black faculty with 11-12 month contracts made $30,000 or more...compared with 16.4% of White faculty with similar length contracts.

Nearly eleven percent (10.9) of all full-time Black faculty are full professors, compared with 22.7% of their White counterparts. In the instructor ranks, however, 30.8% of the full-time Blacks hold this rank, compared with 18% of the White full-time faculty. At the associate professor rank, the proportion of Black faculty is 15%, compared with 22.7% for White faculty. Only at the assistant professor level are the proportions similar for Black and White full-time faculty, 29.8% and 27.0% of their respective totals.

Data by type of institution were not available for this report, however

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* Data in this section were taken from unpublished tables released by the Equal Employment Opportunity Commission and based on their EEO-6 survey.

CHART 9 DISTRIBUTION OF FULL-TIME BLACK AND WHITE PROFESSIONAL EMPLOYEES IN HIGHER EDUCATION, 1975-76

FULL-TIME PROFESSIONALS	BLACK		WHITE	
	Number	Percent	Number	Percent
TOTAL	39,537	100.0	646,746	100.0
Executive/Administrative/Managerial	7,133	18.0	93,105	14.4
Faculty	19,574	49.5	409,412	63.3
Professional, Non-faculty	12,830	32.5	144,229	22.3

CHART 10 DISTRIBUTION OF FULL-TIME BLACK AND WHITE FACULTY, BY TENURE STATUS, 1975-76

Tenure Status	BLACK	WHITE
TOTAL	100.0	100.0
Tenured	36.0	53.5
Non-Tenured, on Track	39.3	28.4
Other Non-Tenured	24.7	18.1

Source: Equal Employment Opportunity Commission, EEO-6 survey in 1975-76 academic year (unpublished tables).

for full-time faculty in all institutions, 36% of the Black faculty and 54% of the White faculty were tenured. The percentage of faculty which were non-tenured but on track was 39% for Blacks, 28% for Whites. Further, 25% of Blacks and 18% of Whites were non-tenured (see Chart 10). The proportion of the total faculty which is on part-time status is 32% for both Blacks and Whites.

With the availability of data by institutional sector for the 1975-76 academic year, some broad conclusions can be drawn regarding the areas requiring the greatest attention. Further, given additional analyses which remove the HBC's Black faculty and staff from the overall data, a clearer picture of the characteristics of Black professionals in higher education can be obtained. The second survey on higher education is currently being conducted by EEOC for this 1977-78 academic year, therefore, it will be some time before data on trends will be available.

Federal Agency Support of Black Colleges*

In Fiscal Year 1975, Federal agencies awarded a total of $4.9 billion to all institutions of higher education. Of this amount, $240 million,** or 4.9%, went to 109 predominantly Black colleges identified by the Federal Interagency Committee on Education (FICE). Overall, Federal funds for these Black colleges declined 13.1% between 1974 and 1975 although enrollments at these institutions rose by 5.5% during this same period. Total Federal funds to all colleges, however, increased by 0.2% between FY 1974 and FY 1975.

Three Federal agencies, awarding a combined total of $39 million to all colleges and universities in FY 1975, awarded none of their funds to Black colleges. Eight other agencies, whose funds to all colleges totaled $933 million, each awarded less than 2% of their funds to Black colleges.

While the Department of Health, Education, and Welfare overall awarded 6% of their total funds to Black colleges, no monies went to Black colleges from the Social and Rehabilitation Service, only 0.4% from the National Institute of Education, and 1.5% from the Public Health Service of HEW.

* Data taken from the draft of the FICE report entitled, Federal Agencies and Black Colleges, FY 1975, and a similar report for FY 1974. The only student financial assistance program included in these data is the National Direct Student Loan Program.

** Includes $25 million to Howard University.

CHART 11 PERCENTAGE CHANGE IN FEDERAL OBLIGATIONS TO ALL COLLEGES AND UNIVERSITIES AND PREDOMINANTLY BLACK INSTITUTIONS, BY AGENCY, BETWEEN FISCAL YEARS 1974 AND 1975

Agency	Percentage Change, FY 1974 to FY 1975	
	Black Colleges	All Colleges
ACTION	-9.8	-2.9
Agency for International Development	-100.0	-34.0
Community Services Administration	31.1	15.0
Department of Agriculture	-5.8	11.5
Department of Commerce	-100.0	-10.3
Department of Defense	-63.6	-9.8
Department of Health, Education, and Welfare	-12.0	-1.6
National Institute of Education	*	-31.0
Office of Education	-9.7	9.7
Public Health Service	-46.1	-9.3
Social and Rehabilitation Service	**	**
Other HEW	**	**
Department of Housing and Urban Development	-77.6	-93.5
Department of the Interior	*	21.1
Department of Justice	-17.4	-10.3
Department of Labor	8.7	-23.2
Department of Transportation	34.2	60.3
Environmental Protection Agency	21.4	67.0
Energy Research and Development Agency	27.9	25.1
National Aeronautics and Space Administration	10.3	10.1
National Endowment for the Arts	-67.8	199.4
National Endowment for the Humanities	-62.9	13.6
National Science Foundation	35.3	9.1
Nuclear Regulatory Commission	*	*
TOTAL	-13.2	0.2

* The National Institute of Education and the Department of the Interior obligated no funds to Black colleges in FY 1974. The Nuclear Regulatory Commission obligated no funds to any college in FY 1974 and no funds to Black colleges in FY 1975.

** Programs included in Social and Rehabilitation Service and the category "other HEW" are not comparable for FY 1974 and FY 1975; hence percentage change is not shown.

Source: Committee Staff analysis of data from the Federal Interagency Committee on Education.

CHART 12 FEDERAL OBLIGATIONS TO BLACK INSTITUTIONS AS A PERCENT OF OBLIGATIONS TO ALL COLLEGES AND UNIVERSITIES, FISCAL YEARS 1974 AND 1975

Agency	FY 1974	FY 1975
ACTION	10.4	9.7
Agency for International Development	6.5	0
Community Services Administration	45.8	52.2
Department of Agriculture	6.7	5.6
Department of Commerce	0.1	0
Department of Defense	0.4	0.2
Department of Health, Education, and Welfare	6.8	6.0
National Institute of Education	0	0.4
Office of Education	14.8	12.2
Public Health Service	2.5	1.5
Social and Rehabilitation Service	1.6	0
Other HEW	3.6	15.8
Department of Housing and Urban Development	8.4	28.7
Department of the Interior	0	0.1
Department of Justice	2.6	2.4
Department of Labor	2.1	2.9
Department of Transportation	1.2	1.0
Environmental Protection Agency	2.3	1.5
Energy Research and Development Agency	0.2	0.2
National Aeronautics and Space Administration	2.3	2.3
National Endowment for the Arts	8.1	0.9
National Endowment for the Humanities	3.2	1.0
National Science Foundation	1.8	1.1
Nuclear Regulatory Commission	0	0
TOTAL	5.7	4.9

Source: Committee Staff analysis of data from the Federal Interagency Committee on Education.

Of the 19 agencies cited in the current draft of a FICE report entitled "Federal Agencies and Black Colleges, Fiscal Year 1975," 8 showed an increase in the amount of funds awarded to Black colleges between FY 1974 and FY 1975 and 10 showed decreases. One agency (Nuclear Regulatory Agency) gave no funds to Black colleges in either fiscal year. Chart 11 provides a comparative analysis of agency funding patterns to all colleges versus Black colleges between FY 1974 and FY 1975. Chart 12 shows the percentage of Federal college and university obligations which went to Black institutions in FY 1974 and FY 1975.

Summary and Identified Issues/Concerns

While this brief statistical description does not tell the whole story about Blacks in higher education or about Black colleges and universities, it does point up some of the issues that the Committee must address and on which they will develop policy recommendations.

Based on this statistical overview and Committee deliberations on various issues relating to Blacks in higher education and Black colleges and universities, the following list of issues/concerns was identified. These issues/concerns provide a framework for the Committee's Plan of Action included within this first Annual Report:

I. High School Completion/Preparation for College

- Increasing the pool of Black high school graduates equipped with the necessary skills to enroll and succeed in traditional higher education programs.

- Providing Black students with the appropriate motivation, counseling and preparation which will enable them to exercise more options in the choice of a postsecondary institution and major field of study.

II. Higher Education Enrollment

- Determining the impact of the enrollment of large numbers of Blacks in two-year and community colleges on long-range equity for Blacks in higher education and the society.

- Developing means by which Black students can be encouraged to enroll in major fields of study not traditionally undertaken and complete such courses of study to expand the pool of trained scientific and technical manpower.

- Increasing the number of Blacks enrolled at the graduate and professional levels of higher education where they are currently underrepresented.

- Counteracting the adverse impact of the Bakke and other court cases which threaten the participation of Blacks in higher education and the survival of Black colleges and universities.

- Assessing the impact of current tax-reduction and apparent neo-conservative movements on the enrollment of Blacks and low-income students in publicly supported institutions of higher education.

III. Retention and Production of Graduates

- Assuring that the improvements in access are not overridden by problems resulting in low production of graduates, particularly at traditionally white institutions.

IV. Black Faculty and Staff in Higher Education

- Determing the steps which must be taken to obtain a broader representation of Blacks in faculty and traditional administrative positions in higher education.

- Devising solutions to achieve equity for Black faculty and staff to correct the current inequities in appointments, promotions, tenure status, and salaries.

V. Historically Black Colleges and Universities

- Enhancing the unique role of the historically Black colleges in enrolling and graduating large numbers of Black and low-income students.

- Improving their level of participation in all Federal agency grant programs and increasing the amount of funding provided.

- Developing new concepts of desegregation and emphasizing such notions as diversity and pluralism to prevent the potential dangers already evidenced as a result of the Adams v. Califano case.

- Reorienting and sensitizing Federal agency officials to the contributions of historically Black colleges in promoting equity in higher education and assisting in the recognition of the intrinsic merit of these institutions as a way of promoting institutional diversity in a pluralistic higher education community.

- Developing an awareness at the Federal, State, and local levels which takes into consideration the previous neglect of the historically Black colleges and universities and which entitles them to assistance in surpassing parity to overcome past unfair treatment.

VI. Other Related Issues/Concerns

- Redefining the types of data to support an assessment of equity for Blacks in higher education, focusing on access, distribution, and production of graduates across universities and disciplines, and encompassing more standardized data collection and different types of data analyses.

- Determining ways to improve Federal, regional, State and local responses to the goal of equity as defined, more specifically, by the Committee.

PLAN OF ACTION

Goals and Objectives

During the early part of 1978, the National Advisory Committee held a meeting in which a work plan for future activities in the form of interim and final reports on the various areas within their Charter were discussed. A conceptual framework was adopted and some priorities were set for the order in which the tasks would be accomplished.

The timetable for these tasks is contingent upon two important actions which are pending. First, the Committee has requested an extension in the length of its existence. Second, it has requested staff above the level indicated in the Charter.

This Plan of Action assumes the presence of full-time staff people and adequate financial resources to produce, or otherwise commission, the necessary interim and final reports.

Since the Committee has not yet received such personnel or resources, any timetable for implementing this Plan of Action depends on the swiftness with which the Committee receives all of the financial and staff resources required to adequately do its job.

This section describes the tasks to be accomplished, prioritizes and orders those tasks in terms of a logical progression, and, sets some broad timetables within the limitations noted above.

The Plan lays out five major goals which incorporate the twelve areas of the Committee's Charter. The first four goals, and their corresponding objectives, will result in interim reports which will provide the background to "support the deliberations of the Committee, as well as the postulation of sound recommendations regarding Federal policy considerations..."* The fifth goal encompasses two objectives. First, based on the interim background reports, the Committee will develop its recommendations and advice related to the areas in the Charter. Second, it will prepare a preliminary framework for the 25 Year Plan and mechanisms to facilitate modification of that Plan, as situations dictate, as well as mechanisms for evaluating progress based on stated goals and objectives within the 25 Year Plan. These efforts will result in the Final

*March 3, 1978 Memorandum from Nolen M. Ellison to the Members of the National Advisory Committee, subject: Proposed 1978 Work Plan Discussion Paper.

Report of the Committee and will provide the Secretary of HEW, the Assistant Secretary for Education, and the Commissioner of Education with the advice and recommendations regarding all approaches to the higher education of Black Americans as well as the needs of historically Black colleges and universities, as noted in its Charter. The fifth and sixth objectives, out of necessity, constitute the fifth priority since the first four goals/objectives must be reached before the fifth goal can be completed.

These goals and their corresponding objectives follow.

GOAL I. Access (Increasing Participation)

a. Review and identification of the several courses of action necessary to raise substantially the participation of Blacks in all forms of productive postsecondary education. (Charter area #1)

b. Developing recommendations relative to creative alternative ways of increasing the numbers of Blacks entering and completing graduate and professional degree programs. (Charter area #10)

Objective No. 1

To complete the analysis of and prepare a report with recommendations on the problems of access to higher education related to Black American participation.

GOAL II. Opportunities for Success (Quality Improvements)

a. Developing recommendations related to program alternatives which are sensitive and responsive to the special needs, requirements and aspirations of Black youths. (Charter area #2)

b. Review and identification of means to increase access, retention and graduation of Blacks from institutions of higher education at the graduate, undergraduate and professional school levels. (Charter area #9)

Objective No. 2

To complete the analysis of and prepare a report with

recommendations on current programs supported by the Federal Government which are intended to assure successful experiences of Black students in institutions of higher education.

GOAL III. Opportunity/Options (Institutional Diversity)

a. Make recommendations related to the analysis of and planning for the future role and healthy development of the historically Black colleges and their relationship to expanding the number of Blacks enrolled in higher education nationally and regionally. (Charter area #3)

b. Make recommendations related to the development of approaches to the financing of the neediest students and the institutions with the heaviest concentration of Blacks. (Charter area #8)

Objective No. 3

To analyze issues related to diversity in American higher education with specific focus on the uniqueness of America's historically Black colleges with recommendations requiring National and State actions.

GOAL IV. National Program Objectives and System Supports

Make recommendations regarding:

a. the development of a research system base capable of supporting ongoing inquiry in the area of equity, the expansion of existing research, and the commissioning of original empirical research on topics germane to the Advisory Committee's charge. (Charter area #4)

b. the stimulation and encouragement of more scholarship and research by Blacks on questions of public policy relating to the educational needs of Blacks and the promotion of these results at the Federal, regional and State levels. (Charter area #5)

c. the evaluation and monitoring of the impact of Federal, regional, or State efforts in the

public and private sectors in improving the status of Blacks in higher education. (Charter area #6)

d. the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for Blacks and improve access for larger numbers of Blacks in higher education. (Charter area #7)

e. the assessment of the resultant implementation of policy decisions and recommendations. (Charter area #12)

Objective No. 4

To analyze the current gaps in the Nation's planning, research and evaluation support systems related to on-going support of sound national programming and public policy decision-making related to Black Americans in higher education and Black college needs.

Goal V. Development of a 25 Year Plan Related to Improvement of the Opportunities for Blacks in Higher Education and the Condition of Black Higher Education

The analytical work considered by the Committee, as well as the policy recommendations, will contribute to the development of a 25 Year Plan of Advancement for increasing the quality of Black higher education and the numbers of Blacks able to participate successfully in institutions of higher learning and in the broader American Society. (Charter area #11)

Objective No. 5

To prepare such analytical reports, recommendations and periodic reports capable of satisfying the achievement of the stated goals and objectives established for the Committee.

Objective No. 6

To prepare a preliminary framework for the 25 Year Plan designed to assure full participation and success of institutions serving the needs of Black Americans.

Tentative Timetable

As mentioned earlier in this section, any timetables for completion of the tasks required under the various objectives necessitate the acquisition of adequate personnel and financial resources. Therefore, the proposed/tentative timetable gives the time required for each priority to be accomplished (a) given the necessary staff and financial resources; and, (b) utilizing the existing resources as of the date of this report.

CHART 13

PLAN OF ACTION
of the
National Advisory Committee on Black Higher Education and Black Colleges and Universities

Priority #	Objective #	Report Content/Focus	Time Required Per Priority 1/ A	2/ B
1	1	Access-Increasing Participation	75 days	100 days
2	3	Historically Black Colleges - Institutional Diversity	75 days	150 days
3	2	Current/Alternative Programs to Assure Successful Experiences of Black Youth-Quality Improvements	75 days	150 days
4	4	National Programming/Public Policy/ Evaluation and Support Systems	90 days	180 days
5	5 & 6	Summary Report/Recommendations and 25 - Year Plan	90 days	180 days
Completion of Total Plan			405 days	760 days

1/ These time periods are based on the Committee being fully staffed and financed.

2/ These time periods are based on the current Committee resources.

RECOMMENDATION

Finding

The Committee has not been able to discern a comprehensive Federal policy which either defines equity for Black Americans in higher education, or delineates the role of the Federal government in preserving and strengthening the historically Black colleges, which continue to carry a disproportionate load in producing Blacks able to enhance their educational, social and economic condition. It is the Committee's belief that it can make a fundamental contribution toward enabling the Federal government to develop these policies.

According to the Charter, the estimated annual cost for operating the Committee is $175,000. Of this amount, $100,000 was to cover compensation and travel expenses for the Committee, and consultant services and research. Also, five full-time staff persons are to be provided at an estimated annual cost of $75,000 (based on 1976 government salary schedule). However, neither of these resources, financial or personnel, were provided.

During its two meetings in 1977, the Committee expressed concern over the lack of necessary personnel and fiscal resources to enable it to carry out its mission. The Committee assumed its responsibilities on the premise that resources would be made available. However, as late as February 16, 1978, the Chair advised the Commissioner of Education that resources were still needed by the Committee in order for it to carry out its duties (see Appendix D).

Further, at no time has the Committee had the full-time service of a single staff member. During the early months of the Committee, the Program Delegate functioned without any full-time clerical-secretarial support. As of May 1978, no other full-time staff support has been provided and only one temporary intermittent staff-member has been added to perform the massive amounts of research which must be accomplished.

The budget for operating expenses for fiscal year 1978 (which covered one of the meetings in calendar 1977 and three meetings in the first six months of calendar year 1978) was only $50,000, and the budget request for fiscal year 1979 is $50,000.

The Committee is under continuous public scrutiny regarding its effectiveness and credibility and feels a great deal of pressure in carrying

out its responsibilities in this critical and highly sensitive area. The Committee is expected to be a major source of advice and counsel by those who are strong supporters of equal opportunity. Yet, it cannot possibly fulfill its mission without adequate resources. Unless the needed resources are provided to enable the Committee to carry out the necessary policy analyses, it will view this lack of reponse as symptomatic of the level of the Administration's sensitivity and concern attended to the educational needs of Black Americans.

Resources Required to Achieve Goals of the Committee

The National Advisory Committee has plotted some courses of action for the duration of its existence which require significant input in the form of background papers on various areas related to its Charter. Because of the required level of effort, more staff and financial resources are required than currently exist.

The amount and breadth of research activity which must be accomplished require additional staff people and financial resources which would enable the Committee to commission additional research. The Charter areas of consideration encompass a broad range of issues regarding Blacks in higher education and Black colleges and universities. To effectively focus on these Charter areas and review and analyze current programs for the purpose of advising and recommending future directions, the Committee is in dire need of additional resources.

The Committee is attempting to do the most thorough job possible, since the responsibilities are numerous and this Committee represents an historical step in the response to issues affecting Blacks in higher education.

Recommendation

That the Committee receive a reaffirmation of its mandate from the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education, and that this affirmation be exemplified by immediately providing staff and financial resources above the level authorized in the Charter since so much time has elapsed since its inception.

APPENDIXES

A. Advisory Committee Members

B. Committee Charter

C. Letter to Secretary re Bakke

D. Letter to Commissioner re staff and budget needs

E. List of Historically and predominantly Black colleges

APPENDIX A

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

NATIONAL ADVISORY COMMITTEE ON

BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

Dr. Elias Blake, Chairperson
President
Clark College
240 Chestnut Street, S.W.
Atlanta, Georgia 30314

Dr. Gloria Scott, Vice Chairperson
Assistant to the President for Education Planning
and Evaluation
Hannah Hall 231
Texas Southern University
Houston, Texas 77004

Dr. Laura Bornholdt
Vice President for Education
The Lilly Endowment, Inc.
2801 North Meridian Street
Indianapolis, Indiana 46208

Dr. William C. Brown
Director
Institute for Higher Educational Opportunity
Southern Regional Education Board
130 6th Street, N.W.
Atlanta, Georgia 30313

Dr. Nolen M. Ellison
District Chancellor
Cuyahoga Community College
Cleveland, Ohio 44115

Dr. Luther Foster
President
Tuskegee Institute
Tuskegee, Alabama 36088

Dr. Andrew Goodrich
Director of Minority Affairs
The University of Maryland
College Park, Maryland 20740

Ms. Bertha G. Holliday
2501 New York Avenue #203
Austin, Texas 78702

Dr. Charles A. Lyons
President
Fayetteville State University
Fayetteville, North Carolina 28301

Dr. Paul W. Murrill
Chancellor
Louisiana State University
at Baton Rouge
Baton Rouge, Louisiana 70803

Dr. Henry Ponder
President
Benedict College
Columbia, South Carolina 29204

Dr. Herman B. Smith, Jr.
Chancellor
The University of Arkansas at Pine Bluff
Pine Bluff, Arkansas 71601

Dr. Kenneth Tollett
Director
Institute for the Study of
Educational Policy
Howard University - Dunbarton Campus
Washington, D.C. 20008

Mr. Abraham Venable
Director of Urban Affairs
The General Motors Corporation
Detroit, Michigan 48202

Dr. E. T. York
Chancellor
State University System of Florida
107 West Gaines Street
Tallahassee, Florida 32304

* * * * * * * * * * * * * * * * * * *

Carol J. Smith
Program Delegate
Bureau of Higher and Continuing Education
U.S. Office of Education - Room 4913 ROB-3
400 Maryland Avenue, S.W.
Washington, D.C. 20202

APPENDIX B

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE

WASHINGTON, D. C. 20201

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Committee shall examine all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular shall advise and make recommendations in these areas:

(1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;

(2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;

(3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;

(4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

(5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;

(6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;

(7) in the evaluation and monitoring of current and developing Federal regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;

(8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;

(9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;

(10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;

(11) in recommending a twenty-five year plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;

(12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The committee shall consist of fifteen (15) members, including a chairperson who shall be appointed by the Secretary for terms not to exceed three (3) years, which in the case of initial appointments shall be staggered. Members shall be persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the committee shall be presidents of black colleges and at least one member shall be from the business sector.

The Secretary shall invite and consider recommendations (1) from the constituency, (2) from groups historically associated with black aspirations; and (3) from groups in the larger community with a history of involvement on behalf of blacks. A task force headed by the Director, Division of Institutional Development, shall thoroughly screen each recommendation before making recommendations to the Secretary.

Management and staff services shall be provided by the Director, Division of Institutional Development, who will serve as Delegate to the Committee.

MEETINGS

The Committee shall meet not less than four times each year with the advanced approval of the Commissioner or his designee. The Commissioner or his designee shall approve the agenda for each meeting. Meetings shall be open to the public except as may be determined otherwise by the Commissioner. Public notice shall be made of all Committee meetings. A Government official shall be present at all meetings. Meetings shall be conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Government shall be entitled to receive compensation at a rate of $100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee is $175,000. Of this amount $100,000 will be required for compensation and travel expenses for the Committee, and for consultant services and research. Five full-time staff persons will be required at an estimated annual cost of $75,000.

REPORTS

The Committee shall submit to the Congress on or before March 31 of each year an annual report which shall contain as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report shall be transmitted with the Commissioner's annual report to Congress.

A copy of the annual report shall be provided to the Department and Office of Education Committee Management Officers.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities shall terminate two years from the date of this charter.

APPROVED:

December 22, 1976	David Mathews (signature)
Date	Secretary

APPENDIX C

National Advisory Committee on Black Higher Education and
Black Colleges and Universities

September 14, 1977

Honorable Joseph Califano, Jr.
Secretary
Department of Health, Education and Welfare
Washington, D.C.

Dear Mr. Secretary:

We have been heartened by the creation of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. The overriding purpose of our Committee is to advise you on the impact of federal programs on the higher education of Black Americans. Thus, our creation and charge are race specific. Therefore, we feel compelled to communicate to you after our first meeting our grave concern regarding the Regents of the University of California vs. Bakke case which challenges the constitutionality of special minority admissions programs.

In the last half of the Twentieth Century Blacks have tried valiantly, with the assistance of many supportive groups, to bring about a reversal of over three hundred years of oppressive discrimination. A major vehicle for that attempted reversal has been higher education. The Bakke case poses an ominous threat to the progressive movement of the nation in undoing and correcting past and present discrimination. Thus, it is imperative that the United States support the principles of affirmative action

and special minority admission programs in higher education, including the setting of numerical goals by which good faith effort and effective action can be appraised. This can only be done if the government supports the University of California in the Bakke case.

It is our understanding that you have recommended to the Attorney General and the President of the United States that they file an amicus curiae brief in support of the University of California in the Bakke case. We commend you for this positive, constructive and just stand. We should like to indicate briefly why we communicate to you regarding this issue after our first meeting.

The Bakke case has already had a chilling effect upon Black enrollment in California law schools and it is inevitable that, if it is not reversed, this will be the effect throughout higher education. Blacks' access and distribution in a broad cross-section of institutions will be impaired by elimination of special minority admission programs. An affirmance of Bakke would put in jeopardy Black and ethnic studies programs; threaten predominantly Black colleges and universities; throw into question your proposed criteria for desegregation in the Adams vs. Califano case; and undermine affirmative action programs in government, higher education and private industry. Moreover an affirmance of the Bakke case would put into serious question the very existence of our Committee. Finally, the operation and effect of the affirmance of Bakke would be the reversal of affirmative

action and the officially sanctioned signal to turn against Blacks in this country. It must be appreciated that it is disingenuous and destructive of Black advancement to support affirmative action in general but oppose the University of California in particular in the Bakke case.

Disturbing signs suggest that the mood of the country is changing. The commitment to provide equity and justice to Blacks is wavering. However, the Committee likes to think that there is a reservoir of decency and good will in the country which will respond positively to the facts and arguments which demonstrate the equity, legality, and propriety of special minority admission programs.

The above sentiments were unanimously approved by the Committee on September 14, 1977.

Sincerely,

Elias Blake Jr

Elias Blake, Jr.
Committee Chair

Attachment:
List of Committee Members

APPENDIX D

CLARK COLLEGE □ ATLANTA, GEORGIA 30314

OFFICE OF THE PRESIDENT

February 16, 1978

Dr. Ernest Boyer
Commissioner
United States Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Ernie:

This letter is a follow-up to the extremely fruitful series of meetings with you, Dick Whitford and Bill Pierce; let me restate the problem:

The National Advisory Committee on Blacks in Higher Education and Black Colleges and Universities has met three times and developed a great deal of sensitivity to the fact that it cannot meet the obligations of its charter without any full-time staff assigned to it. We are under increasing public scrutiny as to our effectiveness and credibility.

The committee is charged with advising the Secretary of Health, Education and Welfare, Assistant Secretary of Education and the Commissioner of Education:

-- On courses of action to raise the participation level of blacks in post-secondary education, including access, retention, graduation at the undergraduate level and graduate and professional school level.

-- Evaluation of the impact of existing federal, regional or state efforts as well as currently developing efforts and policies on the advancement of blacks in post-secondary education.

-- Develop recommendations on policies which can best ensure the healthy development of black colleges and other institutions with the heaviest concentrations of blacks.

-- Develop a 25-year plan for increasing the quality of black higher education and numbers of blacks completing higher education.

Member United Negro College Fund

In the period since our first meeting in September of 1977, a great many policy issues related to our charter are in motion, student financial aid policies, desegregation in higher education, a new department of education, the reauthorization process for Title III developing institutions, the nature and frequency of appropriate surveys of the racial composition of colleges, and the potential impact of the Bakke case on affirmative action. Without staff, we cannot possibly develop the required patterns of interaction with the variety of sources of information in the executive and legislative branches that would enable us to carry out the charter related to monitoring the impact of federal policies. We want to make judgments about recommendations and advice on these issues from the unique perspective of the independent advisory committee. This work must be done regularly and routinely and synthesized for us or we cannot be effective in keeping up with rather fast moving developments.

In addition to the current policy and program developments, we are charged with trying to take a longer term more reflective look at what policies, practices and programs should evolve over the period between now and the year 2000 to maximize the participation of blacks in higher education. This will require a significant amount of analysis of current trends in post-secondary participation, future population and other demographic trends. We have begun to accumulate a significant amount of knowledge on these things and there is more to be done.

We are aiming for a major definitive report at the end of our short existence that we hope will have a major impact on federal and state policy planning in the area of equal opportunity in higher education.

At the present time, we do not have a single full-time staff person. Our program delegate has done an excellent job (Carol Smith from the Bureau of Higher and Continuing Education). She has other responsibilities, however, which she cannot relinquish. Our charter projected five (5) full-time staff persons and a budget of $175,000 a year. We have a budget of $50,000 with all but $12,000 or so used up in the four required meetings of the committee plus other meetings of subgroups.

We need the following:

1. A senior level Research Associate knowledgeable about blacks in higher education and the policy making process in the federal sector. Bill Pierce discussed some of the GS 14 or 15 level persons coming in from the regions. If there is someone first rate that would help, this could be done.

2. Research Associate - a young woman, Linda Lambert, is in the process of being brought on board as a result of the responses of Al Moye and Len Spearman. This should be expedited; she is first rate.

3. Program Assistant

4. Secretarial help.

The descriptions of what we want to do will define the staff responsibilities. With the key people in place, we can meet our first responsibility, a March 15, 1978 report, as required by our charter. I trust we can move quickly on these matters. The committee feels a great deal of pressure about its responsibilities in this critical and highly sensitive area. The committee is expected to be a major source of advice and counsel by those strongly supportive of equal opportunity. We know how much you share our concerns and your commitments.

I appreciate your directives and the positive reactions of Dick Whitford and Bill Pierce. I will keep in close touch with them to bring this to a good conclusion.

Sincerely yours,

Elias Blake, Jr.

Elias Blake, Jr.
Chairman
National Advisory Committee on
Blacks in Higher Education and
Black Colleges and Universities

/d

cc: Mr. Richard Whitford
Mr. William Pierce
Mr. Alfred Moye
Mr. Leonard Spearman

APPENDIX E

APPENDIX E

LISTING A

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBC'S)*
(which are still predominantly Black)

NAME	CITY/STATE	LEVEL/HIGHEST OFFERING[1]	CONTROL
Alabama A&M University	Normal, Alabama	M+	Public
Alabama Lutheran Academy & College	Selma, Alabama	2	Private
Alabama State University	Montgomery, Alabama	M+	Public
Albany State College	Albany, Georgia	B	Public
Alcorn State University	Lorman, Mississippi	M	Public
Allen University	Columbia, South Carolina	B	Private
Arkansas Baptist College	Little Rock, Arkansas	B	Private
Atlanta University	Atlanta, Georgia	D	Private
Barber Scotia College	Concord, North Carolina	B	Private
Benedict College	Columbia, South Carolina	B	Private
Bennett College	Greensboro, North Carolina	B	Private
Bethune Cookman College	Daytona Beach, Florida	B	Private
Bishop College	Dallas, Texas	B	Private
Bowie State College	Bowie, Maryland	M	Public
Central State University	Wilberforce, Ohio	B	Public
Cheyney State College	Cheyney, Pennsylvania	M	Public
Claflin College	Orangeburg, South Carolina	B	Private
Clark College	Atlanta, Georgia	B	Private
Clinton Junior College	Rock Hill, South Carolina	2	Private
Coahoma Junior College	Clarksdale, Mississippi	2	Public
Coppin State College	Baltimore, Maryland	M	Public
Daniel Payne College	Birmingham, Alabama	B	Private
Delaware State College	Dover, Delaware	B	Public
Dillard University	New Orleans, Louisiana	B	Private
D. C. Teacher's College	Washington, D. C.	B	Public
Edward Waters College	Jacksonville, Florida	B	Private
Elizabeth City State University	Elizabeth City, North Carolina	B	Public
Fayetteville State University	Fayetteville, North Carolina	B	Public
Fisk University	Nashville, Tennessee	M	Private
Florida A&M University	Tallahassee, Florida	M	Public
Florida Memorial College	Miami, Florida	B	Private

LISTING A

(CONTINUED)

NAME	CITY/STATE	LEVEL/HIGHEST OFFERING[1]	CONTROL
Fort Valley State College	Fort Valley, Georgia M	M	Public
Friendship Junior College	Rock Hill, South Carolina	2	Private
Grambling College	Grambling, Louisiana	M	Public
Hampton Institute	Hampton, Virginia	M	Private
Howard University	Washington, D. C.	D	Private
Huston-Tillotson College	Austin, Texas	B	Private
Interdenom. Theol. Center	Atlanta, Georgia	D	Private
Jackson State University	Jackson, Mississippi	M+	Public
Jarvis Christian College	Hawkins, Texas	B	Private
Johnson C. Smith University	Charlotte, North Carolina	B	Private
Kentucky State University	Frankfort, Kentucky	M	Public
Knoxville College	Knoxville, Tennessee	B	Private
Lane College	Jackson, Tennessee	B	Private
Langston University	Langston, Oklahoma	B	Public
LeMoyne Owen College	Memphis, Tennessee	B	Private
Lincoln University (Pa.)	Lincoln University, Pennsylvania	B	Public
Livingstone College	Salisbury, North Carolinaa	B	Private
Lomax Hannon Junior College	Greenville, Alabama	2	Private
Mary Holmes College	West Point, Mississippi	2	Private
Meharry Medical College	Nashville, Tennessee	D	Private
Miles College	Birmingham, Alabama	B	Private
Mississippi Industrial College	Holly Springs, Mississippi	B	Private
Mississippi Valley State University	Itta Bena, Mississippi	M	Public
Morehouse College	Atlanta, Georgia	B	Private
Morgan State College	Baltimore, Maryland	M	Public
Morris College	Sumter, South Carolina	B	Private
Morris Brown College	Atlanta, Georgia	B	Private
Morristown College	Morristown, Tennessee	2	Private
Natchez Junior College	Natchez, Mississippi	2	Private
Norfolk State College	Norfolk, Virginia	M	Public
N.C. A&T State University	Greensboro, North Carolina	M+	Public

LISTING A

(CONTINUED)

NAME	CITY/STATE	LEVEL/HIGHEST OFFERING[1]	CONTROL
N. C. Central University	Durham, North Carolina	M	Public
Oakwood College	Huntsville, Alabama	B	Private
Paine College	Augusta, Georgia	B	Private
Paul Quinn College	Waco, Texas	B	Private
Philander Smith College	Little Rock, Arkansas	B	Private
Prairie View A&M University	Prairie View, Texas	M+	Public
Prentiss N&I Institute	Prentiss, Mississippi	2	Private
Rust College	Holly Springs, Mississippi	B	Private
S. D. Bishop State Junior College	Mobile, Alabama	2	Public
Saint Augustine's College	Raleigh, North Carolina	B	Private
Saint Paul's College	Lawrenceville, Virginia	B	Private
Savannah State College	Savannah, Georgia	M	Public
Selma University	Selma, Alabama	B	Private
Shaw University	Raleigh, North Caroling	B	Private
Shorter College	Little Rock, Arkansas	2	Private
South Carolina State College	Orangeburg, South Caroling	M	Public
Southern University - Baton Rouge	Baton Rouge, Louisiana	M	Public
Southern University - New Orleans	New Orleans, Louisiana	B	Public
Southern University - Shreveport-Bossier	Shreveport, Louisiana	2	Public
Southwestern Christian College	Terrell, Texas	2	Private
Spelman College	Atlanta, Georgia	B	Private
Stillman College	Tuscaloosa, Alabama	B	Private
T.A. Lawson State Comm. College	Birmingham, Alabama	2	Public
Talladega College	Talladega, Alabama	B	Private
Tennessee State University	Nashville, Tennessee	M+	Public
Texas College	Tyler, Texas	B	Private
Texas Southern University	Houston, Texas	D	Public
Tougaloo College	Tougaloo, Mississippi	B	Private
Tuskegee Institute	Tuskegee, Alabama	M	Private

LISTING A

(CONTINUED)

NAME	CITY/STATE	LEVEL/HIGHEST OFFERING[1]	CONTROL
University of Arkansas - Pine Bluff	Pine Bluff, Arkansas	B	Public
University of Maryland - Eastern Shore	Princess Anne, Maryland	B	Public
Utica Junior College	Utica, Mississippi	2	Public
Virginia College	Lynchburg, Virginia	2	Private
Virginia State College	Petersburg, Virginia	M	Public
Virginia Union University	Richmond, Virginia	P	Private
Voorhees College	Denmark, South Carolina	B	Private
Wilberforce University	Wilberforce, Ohio	B	Private
Wiley College	Marshall, Texas	B	Private
Winston-Salem State University	Winston-Salem, North Carolina	B	Public
Xavier University of Louisiana	New Orleans, Louisiana	M	Private

1/

2 = 2 but less than 4 years

B = 4 or 5 year Baccalaureate

P = First Professional

M = Master's

M+ = Beyond Master's but less than Doctorate

D = Doctorate

* This listing of HBC's does not include Bluefield State College (WV); West Virginia State College (WV); and Lincoln University (MO) which are historically Black but are currently predominantly White institutions. It also omits Simmons University/Bible College (KY) which is not accredited and for which no data were available for this report; and Kittrell College (NC) and Saints College (MS) which have recently closed.

LISTING B

NEWER PREDOMINANTLY BLACK COLLEGES (NPBC'S)

PUBLIC (Total Number = 26)

4 Year Colleges:

Chicago State University (IL)
City Univ. of N.Y. - Medgar Evers (NY)
College of the Virgin Islands (VI)
Federal City College (DC)*
Harris Teachers College (MO)
Washington Technical Institute (DC)*

2 Year/Community Colleges/ Technical Institutes:

Atlanta Junior College (GA)
Beaufort Tech. Ed. Center (SC)
City Colleges of Chicago: (IL)
Kennedy-King; Loop; Malcolm X; Olive-Harvey
Community College of Baltimore (MD)
Community College of Philadelphia (PA)
Compton College (CA)
Cuyahoga Community College-Metro (OH)
Essex County College (NJ)
Highland Park Community College (MI)
State Community College (IL)
Los Angeles Southwest College (CA)
Roxbury Community College (MA)
St. Louis Community College - Forest Park (MO)
Shelby State Community College (TN)
Roanoke Chowan Tech. Institute (NC)
Trident Tech. College - Palmer (SC)
Wayne County Comm. College (MI)

PRIVATE (Total Number = 16)

4 Year Colleges:

American Baptist Theol. Seminary (TN)
Daniel H. Williams Univ. (IL)
Detroit Institute of Technology (MI)
Shaw College at Detroit (MI)
Strayer College (DC)

2 Year/Community Colleges/ Technical Institutes:

Bay College of Maryland (MD)
Central YMCA Community College (IL)
College for Human Service (NY)
Collegiate Institute (NY)
Durham College (NC)
Interboro Institute (NY)
Lewis Business College (MI)
Ministerial Institute & College (MS)
Nairobi College (CA)
Payne Theological Seminary (OH)
Taylor Business Institute (NY)

* As of Fall 1977 became a part of the University of the District of Columbia, which also includes D.C. Teachers College, an HBC.

DESIGNATION AS A NPBC IS BASED ON TOTAL AND FULL-TIME ENROLLMENTS BEING GREATER THAN 50% BLACK.

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